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ABSTRACT

A discussion is provided of the contributions of the study of the humanities towards the improvement of community college occupational education. After section I provides background information on the creation of a Shared Vision Task Force by the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA), section II describes the Task Force's activities and accomplishments and presents a glossary of terms. Section III identifies ten contributions which the humanities make to student learning outcomes in associate degree occupational programs: (1) an appreciation for what is significant about human life; (2) an understanding of human needs and problems; (3) an understanding of the unavoidable ambiguities, vagaries, and value-laden nature of human language; (4) an ability to apply analytical skills to problems and dilemmas; (5) an appreciation of the variety of human purposes and values to be realized in solving problems; (6) the ability to approach problems that lack a singular resolution; (7) an appreciation of the importance of responding to change appropriately; (8) the ability to make judgments reflective of human values; (9) a sense of civic purpose and responsible citizenship; and (10) an appreciation of the values of diverse cultures. Section IV presents the responses of 70 business representatives, and faculty and administrators in 191 community and junior colleges concerning the validity of these contributions and their importance to employment. Next, section V sets forth basic assertions and assumptions used by the Task Force in the development of the 18 curricular recommendations presented in section VI. Finally, section VII discusses the significance of the recommendations. Appendixes contain the Humanities Policy Statement of the American Association of Community and Junior Colleges, the NCOE Criteria for Excellence, the CCHA Humanities Statement, survey instruments, and a 77-item bibliography. (AAC)

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INTEGRATING THE HUMANITIES

INTO

ASSOCIATE DEGREE OCCUPATIONAL PROGRAMS

FINAL REPORT

of the

SHARED VISION TASK FORCE

National Council for Occupational Education

and the

Community College Humanities Association

Two Affiliate Councils of the
American Association of Community and Junior Colleges

with support from the

FUND FOR THE IMPROVEMENT OF POSTSECONDARY EDUCATION (FIPSE)

October, 1988

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TABLE OF CONTENTS

Preface i

The Shared Vision Task Force ii

I The Shared Vision 1

II Description of the Project 3
The Events 3
Definitions 6

III The Unique and Significant Contributions of The Humanities 7

IV Validation of the Concept 13
Responses to the Significance of the Ten Contributions 13
Responses to Importance to Employment 15
Responses to Uniqueness in the Curriculum 15

V Basic Assertions and Assumptions 17

VI Recommendations 19
Curriculum Recommendations 20
Implementation Recommendations 29

VII Statement of Significance 38

APPENDICES

A AACJC Humanities Policy Statement 40
B NCOE Criteria for Excellence 43
C CCHA Humanities Statement 51
D Questionnaire sent to Educators 53
E Questionnaire used at Forums for Business and Industry 56
F List of College Respondents 60
G List of Forum Participants/Questionnaire Respondents 64
H Bibliography 66

PREFACE

In *Building Communities: A Vision for a New Century*, a report of the Commission on the Future of Community Colleges, we find the following:

> *...strengthening general education is one of the most urgent obligations community colleges confront. Specifically, the aim of a community college education must be not only to prepare students for productive careers, but also to take them beyond their narrow interests, broaden their perspectives, and enable them to live lives of dignity and purpose.*

Study of the humanities plays a significant part in general education and in meeting the obligation emphasized above. The Shared Vision Task Force intends this Report as a starting point for discussion and for action inside the community colleges of the country, discussion and action that will initiate the positive changes that a rethinking of the role the Humanities play in occupational education must precipitate.

This Report reflects three years effort by twelve community college presidents, deans, department chairs, and faculty. Their goal was not, as is popular in this decade, to produce yet another alarmist booklet which resonates the weaknesses of the American public education experiment. Certainly those weaknesses are real enough, but they are not the thing itself, nor should the American public be easily swayed by arguments to the contrary.

Rather, the goal of the Shared Vision Task Force is to confront the question of how community college occupational programs may better meet the needs of the community and the citizens who live in it and to focus on the role the humanities might play in achieving this purpose. Specifically, the community colleges of the country are pivotal in the basically redemptive philosophy of public education. Always, the aim is to provide the people of the community with educational opportunities which will prepare them for a life of work, study, and appreciation and understanding of this culture and, increasingly, the cultures of others.

These pages are a discussion of the recent debate on Humanities and Occupational Education, a description of efforts to resolve key questions and provide specific recommendations from faculty and from community leaders, and most important, a list of the specific contributions study of the Humanities can make towards the improvement of community college education. Finally, the Task Force makes a series of recommendations for strengthening occupational curricula. Simply put, a set of tools with which faculty and administration can reconstruct the national educational model of community college instruction in the Humanities and Occupational Programs, with emphasis on the and.

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I THE SHARED VISION

In January of 1986, against a backdrop of critical evaluation of the aims and effectiveness of higher education in the United States, representatives from two affiliated Councils of the American Association of Community and Junior Colleges (AACJC) - the National Council for Occupational Education (NCOE) and the Community College Humanities Association (CCHA) - met to discuss what could be initiated to improve the quality of occupational education programs at two-year colleges across this nation. In particular, they met to discuss how the Humanities component of the general education core of Associate Degree occupational education programs should be viewed. It quickly became apparent to those involved in the discussion that they shared a common vision as to the place of the Humanities in occupational programs. In this vision, the Humanities were seen as having an integral role in the preparation of students for employment and not simply as an enriching element that could help to produce a better person, a more well-rounded individual or one who was culturally literate. The Humanities were seen as a way, and perhaps the only way, to develop certain skills and attitudes that students would need if they were to survive and to succeed in an increasingly complex workplace. In this context the Humanities were viewed as a vital part of the preparation of responsible citizens who would be better at working with others, at solving problems, at making decisions, and at adapting to and coping with change in the workplace. Consequently, representatives of these two Councils agreed to form the Shared Vision Task Force

Far too often, Humanities courses in occupational programs are regarded by students, and even by some educators, as being almost entirely irrelevant and unnecessary. The Humanities frequently have been viewed as only assisting in the development of basic communication skills. While Humanities faculty have acknowledged this contribution, they are acutely aware that the study of the Humanities has much more to offer students - all students, including students enrolled in occupational programs.

For the Task Force, the difficulty lay in presenting this case in a manner that would be both convincing and compelling to administrators and faculty who are outside of the Humanities. Too often the defense of the Humanities has consisted of little more than the claim that their study would "produce better people". When asked to explain what was meant by such a claim, Humanities faculty are often vague. This approach to the nature and role of the Humanities in occupational programs simply will no longer suffice, in the view of the Task Force, if progress is to be made in the current effort to improve the quality of postsecondary education.

The members of the Task Force agreed that if a genuine case could be made for the presence of the Humanities in occupational programs, then occupational educators and administrators would have to review current practices and strengthen their programs by improving the quality of instruction in the Humanities. They also agreed that there is a real need to examine and reformulate how the Humanities are conceived by Humanities faculty so as to be more relevant to the task of developing skills and attitudes needed by those who seek to succeed in the workplace. A review of the literature (Appendix H) confirmed a broadly based perspective on the part of the employers of Associate Degree graduates of the value of the outcomes associated with the Humanities.

Included in this Shared Vision is the possibility that eventually occupational programs would be viewed in an entirely different light than at present. Rather than viewing such programs as a group of courses in the technical or occupational area with a small set of general education courses added on, an inverse view would prevail. Associate Degree occupational programs would then be perceived as a general education core with the technical or occupationally oriented courses built upon them. To be sure, the accent will always be upon the occupational objectives for such programs, but the general education component will be seen as an integral and necessary means of reaching those objectives. Today there remains resistance on the part of many occupational educators to courses in the Liberal Arts and Sciences, especially Humanities courses. The objection often raised is that there simply is not time in the program to permit such courses. This response it is believed results from a lack of understanding of the potential ontribution of the Humanities to making an occupational program graduate employable.

There is common acceptance on the part of the Task Force that the Humanities can make a contribution to the development of certain skills beyond the level of basic proficiency - that more is expected of today's graduate than basic reading, writing and arithmetic. However, the Humanities have much to offer beyond assisting students to read, write and speak better and what they have to offer is vital to the objectives of occupational programs.

It is envisioned that the Humanities will be accepted as a viable and integral component of two-year occupational curricula when occupational students, faculty, and administrators are presented with the evidence that employers value the contributions of the Humanities to occupational preparation. Equally important, when Humanities faculties understand that the achievement of specific learning outcomes resulting from the study of the Humanities does contribute to workplace performance, they will examine course content to assure that those specific outcomes are included. At the same time occupational faculties will examine their instructional programs to assure that these specific outcomes, beyond proficiency in communication and technical skills, are included in their curricula goals and the Humanities integrated into those programs. This is the "Shared Vision!"

II DESCRIPTION OF THE PROJECT

The American Association of Community and Junior Colleges has recommended that "study in the Humanities should be a required part of every degree program offered by community colleges" and the educational policy on humanities "should be framed within the context of an overall policy on a liberal or general education program of study" (Appendix A). The NCOE policy statement, the Criteria for Excellence in the AAS Degree (Appendix B), likewise recommended including the Humanities as a part of the general education component of Associate Degree occupational programs.

Several of the criteria included in the NCOE policy statement form the basis for this project. Specifically, NCOE emphasized that: "there is an increased recognition of the importance of general education...as an integral component of occupational education. Increasingly, the ability to think, reason,...communicate, and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base." Additionally, NCOE emphasized that "all components of the AAS degree requirements should become outcome oriented defining the knowledge, skills, and attitudes that students are expected to attain." In this context, the task force asserts that "general education...outcomes should be identified, implemented, and measured by the institution."

The Events

Representatives of CCHA and NCOE first met together as the Shared Vision Task Force in October 1986 and March 1987. At these initial meetings they explored the potential contribution of the humanities to student outcomes in associate degree occupational programs. On the basis of this examination they developed the following objectives:

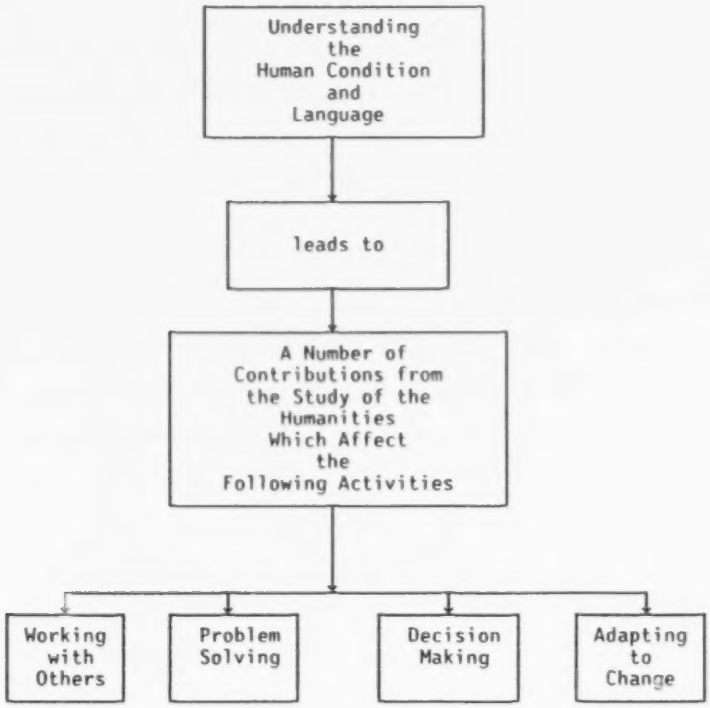
1. To undertake a systematic examination of the potential contributions which a study of the Humanities can make to student learning outcomes in Associate Degree occupational programs;
2. To develop, on the basis of this examination, recommendations that offer suggestions to two year colleges on (1) how to strengthen Humanities courses which are most appropriate for AAS degree programs; (2) how to incorporate these courses into the development, modification, or restructuring of occupational programs, and (3) potential student learning outcomes from the study of the Humanities that might be tied to student career preparation;

3. To incorporate into the recommendations reaction and input from two year college administrators and faculty, accrediting agency representatives and state higher education officials;
4. To incorporate into the recommendations reaction and input from business and industry leaders through a series of forums specially designed for this purpose;
5. To disseminate these recomendations through the national networks of NCOE, CCHA, and AACJC as an official policy document; and
6. To provide technical assistance to colleges seeking to implement an integrated curriculum based upon these recommendations.

The Task Force found its most challenging task in identifying the unique and significant contributions that the Humanities make to the desired learning outcomes of two-year Associate Degree occupational programs. Members of the Task Force presented an early draft report of this work to the annual meetings of NCOE (October 1986 and 1987) and CCHA (November 1987), surveyed their memberships by mail for comments on the appropriateness of the contributions, and reviewed the literature. Members distributed a draft report on the work accomplished thus far at a special session of the annual conference of the AACJC (April 1987).

Between May and September 1987, the draft report was mailed to the chief executive officers and chief academic officers of each AACJC member institution, accrediting agencies, state education agencies and CCHA and NCOE member institutions. Task Force members who met in October 1987, used responses to the first draft report, (Appendix D), developed the ten unique and significant contributions that the Humanities were considered to make to occupational preparation.

After reviewing the responses received from the educational community, the Task Force made slight revisions in the contributions and grouped them according to specific workplace performance:


Understanding the Human Condition and Language
leads to
A Number of Contributions from the Study of the Humanities Which Affect the Following Activities
Working with Others
Problem Solving
Decision Making
Adapting to Change

An Interim Report presenting these concepts was then published by the Task Force to obtain the reaction of potential employers of two-year college graduates. Members conducted five forums for potential employers, in Boston, Chicago, Detroit, Portland, and Raleigh-Durham. Employers were asked to focus upon specific contributions that the study of the Humanities may make to a graduate's performance in the workplace. Task Force members conducted the discussion and asked participants to complete a questionnaire (Appendix E) examining each of the potential contributions to on-the-job employee performance.

In July 1988, the Task Force met to analyze the response of business and industry leaders at the forums and develop the recommendations presented in Section VI of this report.

Definitions

Much of the more energetic debate about the role the Humanities play in general education stems, unfortunately, from misunderstandings about terms. What is meant by occupational education? By Humanities? By learning outcomes? In its initial work, the Task Force too found itself deeply involved in discussion about these terms and others. After much deliberation, Task Force members agreed on the following key definitions and present them as a means of focusing such debate and enhancing understanding of how studies in the Humanities contribute to the two-year occupational degree programs offered by community colleges:

Associate Degree Occupational Programs. Associate Degree occupational programs are those programs designed to lead the individual directly to employment in a specific career. The titles given these degrees vary considerably among community, technical, and junior colleges: the most common title is the Associate in Applied Science Degree (AAS). Although Associate Degree occupational programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition to the necessity for lifelong learning, students can expect to make several career changes during their lives. Further education, including work toward a Baccalaureate Degree should be anticipated in the design of the AAS curriculum.

Humanities. Humanities in Associate Degree occupational programs are studies which expand the student's awareness of the human condition and appreciation of human needs, values, and achievements. The Humanities assist in developing insights, capacities, and well-reasoned convictions essential for a fulfilled public and private life as well as success in a career. They include studies of literature and all languages, history, philosophy and religion, and the history and appreciation of the fine arts. They do not include the development of basic communication skills in any human language.

Technical Component. That portion of occupational degree programs that provides institutional experiences sufficient to qualify for entry-level employment at the technical and mid-management level.

Humanities Component. That portion of the general education component of an Associate Degree occupational program that includes studies in the Humanities as defined above.

Learning Outcomes. Learning outcomes are no more than what educators expect a student to know and be able to do at the end of a specified period of instruction. Often in the technical component of occupational degree programs, learning outcomes are more or less readily measurable by performance testing. At times technical component outcomes may be purely mechanical as in the application of an innoculation procedure in the nursing program; or they may require higher order mental operations, as in the calculation of stress load in the mechanical engineering course. However, in the Humanities component of occupational degree programs such task/performance methods are often inappropriate or ineffective for measuring student experience with Humanities texts and materials. Instead, instruction in the Humanities must rely on the less objective but equally revealing test formats of discussion and writing. Learning outcomes in the Humanities component are derived from study and discussion of the human experience, past, present and future, and from the student's ability to synthesize such study and discussion.

III THE UNIQUE AND SIGNIFICANT CONTRIBUTIONS OF THE HUMANITIES

The Shared Vision Task Force has identified ten contributions which the Humanities make to student learning outcomes in associate degree occupational programs: contributions which are both significant and unique. The contributions are considered significant because they play a vital role in strengthening a student's performance in the workplace by better enabling a student to work with others, solve problems, make decisions and adapt to an ever changing environment.

Not only are the Humanities contributions significant, they are necessary as well, for without them the student has been given an incomplete preparation. Even so, the contributions made by the Humanities would seem to be unnecessary if other disciplines could make them as well or better; however, the contributions listed below are made only through the study of the Humanities. The examples provided are not exclusive to the discipline cited, but are those which traditionally focus upon the contribution discussed.

CONTRIBUTION 1.

An appreciation for what is significant about human life--past, present and projections for the future

If people are to be effective in working with others and in solving problems together, they need to understand one another, and specifically, to understand what human beings have which distinguishes them from other living beings and from institutions. In solving problems which humans face in ways that will satisfy the needs of human beings, it is essential to understand what people have held as valuable, worthy, and desirable.

It is important for effective and efficient problem-solving that there be an understanding of how humans have approached problems in the past, what has been achieved, what have been recurring difficulties, what present attempts are being made to address these problems, and what the future might hold in store given present trends and the continuing fundamental set of human needs. Understanding where we have come from, what we are presently about and our future aspirations is absolutely vital in working with people to achieve common purposes.

It is through the study of the Humanities that we learn of goals and ideals which have motivated individuals, nations and entire peoples. Through the study of the history, literature, and the ideas and greatest creations of a people, we learn what sustains the efforts of people challenged by hardships, frustrated with problems, and demoralized by failure. Yet, survival is not the ideal which drives a culture. Human beings have been moved by the need to experience a full prosperity beyond mere material possessions, a richness of experiences shared in common: experiences of fuller knowledge, beauty and shared humanity.

While there are many courses in the Humanities that may make this contribution to an occupational program, there are some that come most readily to mind. They include the study of the history of civilization, the history of ideas (philosophy), the study of the literature of a people or period, the study of human culture as well as a survey of the finest achievements of human artist and artisans.

CONTRIBUTION 2.

The ability to understand and empathize with others through the development of an understanding of human needs and problems.

In working with people and having others work for you, it is essential that there be an appreciation of the perspectives of others - perspectives which include their past, their hopes for the future, their problems and their basic needs. Barriers are often erected between people by jargon, technical knowledge and social roles. Technical and professional education often works against the development of such a skill when it encourages individuals to think of themselves only and merely as technicians, mechanics, nurses, etc.

The Humanities encourage people to abandon narrow self-images they may have wherein they identify with their roles as technicians, mechanics, or nurses and have them get back in touch with the basic set of human feelings, wants and needs they share with others. Through a study of the Humanities, students are encouraged to develop their ability to look through the eyes of others and give expression to that perception - an important attribute for a person pursuing any career.

Courses in literature are particularly good at developing such abilities as students are required to look at the events depicted through the eyes of the various characters. Likewise the direct study of a culture, the ideas of a people, often proves effective in developing the appreciation of the viewpoints of others along with the ability to empathize.

CONTRIBUTION 3.

An understanding, beyond proficiency in basic language skills, of the unavoidable ambiguities, vagaries and value-laden nature of human language.

People who work with others need to have effective language or communication skills to read, write, and speak in a clear, precise and effective manner.

However, beyond these abilities, people must realize that human language at times contains elements of vagueness or ambiguity which just as often lead to misunderstandings as they lead to enriched forms of expression. People must come to learn that, in certain settings, some degree of vagueness is inescapable or even preferred, while in others it is totally unacceptable. In addition to this, students seeking to be successful in working with others must also come to an understanding that words and phrases often unavoidably carry with them value judgments and orientations, e.g. words such as "good", "girl", "boss", "kid", as well as the more familiar racial, ethnic and religious epithets and a legion of additional titles and terms.

Developmental and remedial courses do develop language skills as do courses in composition and in the basic levels of foreign language instruction, but they do not neccessarily focus upon the human elements that often lead to difficulties and richness in communication; i.e. the tolerance for vagueness and propensity for ambiguity. Courses in the humanities should expose such facets of the human experience with language.

Courses in literature and in philosophy are particularly effective in developing an understanding of the power and diffculties with human languages.

CONTRIBUTION 4.

The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.

Students need to develop their abilities to analyze situations and problems in order to respond to them and to accomplish their goals. When working with others, however, people must come to realize that there are a variety of analytical methods some of which are more suitable than others for dealing with certain situations. There are times when the analytic skills learned, for example, through a study of literature might prove more effective than similar skills practiced by technicians, engineers, or social scientists.

On other occasions it might prove valuable to realize that particularly when dealing with human beings a situation might not lend itself to any precise analysis: it may be overdetermined. Certain human activities, e.g. forms of amusement, painful or humorous events etc., are not readily captured by any of the methods of the technical and scientific fields.

It is only through the study of the Humanities that one learns that there are certain problems and questions that human beings face, have faced and will continue to face that do not permit a total understanding due to their enormous complexity and the involvement of factors that are not amenable to the analytic skills of the various scientific disciplines. The joys and sufferings of human beings are presented through the Humanities alone as lived experiences rather than as abstractions to be categorized.

The study of philosophy effectively reveals the limitations of various approaches to the solution of problems faced by human beings.

CONTRIBUTION 5.

An appreciation of the variety of human purposes and values to be realized in solving problems.

In solving problems involving human beings one must have the abilities to analyze content, to understand the factors contributing to the problem, and to evaluate the likely effectiveness of alternative resolutions in keeping with the basic objective to be achieved. However, beyond possessing and using these skills, one must realize that human beings often disagree with one another on how to proceed because they have different objectives to be accomplished. Not everyone involved in a given situation may share a common purpose or hold the same values or hold them in the same order.

In resolving problems concerning the design or quality of a product or service, some of those involved might be seeking to serve the interests of the business or the social institution, while others might be seeking to protect their own interests or those of the people to be served. Even when many people consider economic concerns as important they might not be considering them from the same perspective nor even with the same degree of importance.

Courses in the Humanities which involve students with problems faced by human beings and with the variety of approaches and value systems employed in attempting to solve those problems make an invaluable contribution to the preparation of anyone who will be needing to make decisions involving the welfare of others. Courses in history, ethics and cultural anthropology are particularly well-suited for fulfilling this task.

CONTRIBUTION 6.

The ability to approach and make decisions concerning problems that may not have a singular resolution.

In mathematics, the natural sciences and in technical fields the approaches taken to answering questions and solving problems are well-defined and usually lead to a preferred answer or solution. In the workplace questions arise for which there is not one definite correct answer. Too often the situation is such that some answer must be given, some decision made, some course of action taken. The study of the Humanities can offer a student methods that are orderly and structured and which can be brought to bear on difficult questions.

In most disciplines the methodology for gaining knowledge or for handling problems is often presented as if it were capable of providing definitive answers for every question arising within the field of that discipline. Life is not as easily dealt with as are formal systems. The Humanities present a picture of human reality that is never quite completely understood, expressed or experienced without problems.

Courses which focus upon the approaches to particularly vexing problems taken by human beings over the centuries prove invaluable in making this contribution to the occupational programs. Courses, for example, in the history of technology and its impact upon human culture and institutions provide such needed preparation for contemporary careers. The same is true for courses in ethics and history of art.

CONTRIBUTION 7.

An appreciation of the importance of responding appropriately to change as an essential and necessary human activity.

While people who prepare for occupational fields learn facts, acquire skills, and learn how to adapt to changes in their fields, it is through the Humanities that they learn that these skills are absolutely essential for a human being to have, not simply as a technician or worker, but as a being struggling to survive and to prosper in a constantly changing world.

The physical environment, social environment, and work environment are constantly changing and humans must learn to adapt to those changes. The Humanities convey this sense of the importance of learning how to adapt, to continue learning and to grow.

The work force today is one that is becoming increasingly dependent upon technology. In order to survive and prosper in the workplace all workers will need to continue learning in their fields, and at times when certain types of work are displaced or fewer workers needed, workers will need to learn new skills, acquire additional knowledge and even enter new careers. This need to learn new things is but a small part of the necessity all people have for learning how to adapt to changes in their environments, physical, social and cultural.

While all disciplines, properly taught, convey not only information but also the skills and methods for acquiring more information, the Humanities reveal the need for such adaptive skills and an appreciation for them as a vital part of the human behavioral repetoire. The ability to make the appropriate response to change in the light of one's basic objectives and values is an absolutely vital part of the survival skills needed by members of the human species. Courses which deal with human history and culture instruct us all that change is inevitable and that there have been and continue to be several reponses to change.

CONTRIBUTION 8.

The ability to make judgments reflective of human values: ethical, aesthetic, and pragmatic.

When delivering a service or a product there are other considerations besides whether or not it will fulfill the terms of a contract or suit the purpose or do the job. In addition to delivering what was expected, was the product or service provided made as pleasing to human sensibilities as possible? Will any one being be harmed by what is to be done? Were any deceptions or deceits practiced? These considerations are taken up not because they might serve the interest of the economic enterprise and its concern for income and profit but because they reflect the values of truth, beauty and goodness which human beings seek to realize.

It may be legal and convenient for a chemical company to dispose of its hazardous waste products into a river or underground cavity near local aquifers. It may be the most economical solution as well even considering potential damages to be paid as a result of losing a number of potential lawsuits in the future, but there are other values beside the pragmatic ones of economy, efficiency and simplicity.

The Humanities repeatedly present the concerns and values of human beings which should enter into judgment and decision-making. While through the study of applied ethics (business ethics, nursing ethics, computer ethics, engineering ethics etc.) such values are exposed and the ability to make judgments reflective of ethical principles related to values is nurtured, there are other studies in the Humanities which illustrate the role such values play in making judgments and the problems which arise when they are ignored.

As a matter of course people educated for entry into occupations are taught how to make judgments. The instruction is at times direct and deliberate and at other times indirect or accidental as when teaching through example. In many instances, however, the judgments made and techniques exposed are those which consider a rather narrow set of values to be realized: the values of social institutions, the workplace, the corporation, e.g., economic efficiency, and practicality. Decision makers who must choose the best course of action to pursue must come to acknowledge that particularly where human beings are involved there are other values that could be and should be considered as well, such as aesthetic values and moral values.

The Humanities in portraying the consequences of such decisions for human beings encourage students to consider the full range of effects their actions may portend and the full range of values that operate in the human sphere. It should be understood that not all judgments have ethical or aesthetic values involved but many do and this is not always realized.

Courses in the Humanities which present the human condition as lived, as through literature, as thought about, as through philosophy and as recorded, as in cultural history, can invite students to consider the values human beings have sought to realize and how their decision-making relates to such values.

CONTRIBUTION 9.

An appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship.

Part of the preparation for any career ought to be the preparation for a larger career as citizen. The 1987 AACJC Program Planning Statement recognizes the importance of developing a sense of civic responsibility as part of the mission of two-year programs. The "Criteria for Excellence" statement adopted by NCOE and AACJC also recognizes the need to develop a sense of one's "civic, consumer, environmental and social responsibilities."

Nowhere else in the curriculum except through a study of the disciplines which promote an appreciation for what human beings hold in common is there given any attention to what is needed in order to motivate people to work together to realize common goals both in the workplace and in society. The realization that human beings do share more in common than they have differences and that only through a civilized social life in which all cooperate can those common elements be held secure and diversity respected is one fostered by a study of the Humanities. It is a realization that comes through a study of the human condition past and present and through the study of the expression given by human beings to those sufferings, joys, needs and desires which all people have. Courses in anthropology, history, philosophy and literature, when they survey various cultures and a range of human concerns, contribute to the appreciation students have of what all human beings hold in common.

CONTRIBUTION 10.

An appreciation of the values of diverse cultures.

When attempting to understand others in order to work along with them it is important to realize that not everyone shares the same culture. The study of human achievments and human expressions and human values as present in cultures other than one's own fosters a sense of respect and appreciation for the ways in which human beings have found for learning how to live and to achieve together and to prosper. Through an appreciation of other cultures one often learns what is truly distinct about one's own. In the workplace where people from different cultures must learn to work together it often becomes an imperative to learn of and respect the diversity of cultures present in order to effectively communicate and resolve problems. The Humanities involve by their very nature the study of other cultures, their achievements, forms of expression, and values.

There is no other area in the curriculum except for the Humanities where students can formally and in significant detail explore the implications of cultural diversity, the problems arising for any pluralistic society and the values to be realized for a society that permits and encourages cultural pluralism.

It is equally important for people to realize the significant role played by cultural divergency in attempting to work with and for others who do not share the same cultural background. People of different culture view matters differently and this is revealed through a study of their language, their history, their arts and their own tradition of thought. While other disciplines, including the technical areas themselves, may encourage students to look at various points of view or to consider the feeling of others, it is only through the study of the Humanities that a person comes to realize the fullness of the point of view of others whether from one's own culture or from another culture. Through the study of the Humanities one learns of the depth and range of experience human beings bring to bear in any situtation.

IV VALIDATION OF THE CONCEPT

To validate the ten unique and significant contributions of the Humanities, each was subjected by the Task Force to scrutiny, first by community college administrators and faculty from Occupational Programs and the Humanities, and then, by representatives of business and industry. Of primary importance in this validation was the confirmation first, of the uniqueness of the contributions to the Humanities in the curriculum, and second, of the significance of the contributions to an individual's occupational preparation. For uniqueness both Occupational and Humanities administrators and faculty were asked to respond. For significance, Humanities faculty confirmation was sought.

Responses were received from faculty and administrators in 191 community, junior and technical colleges and institutes located throughout the country. Responses were obtained from 70 representatives of business and industry attending a series of forums held throughout the country. The responding colleges and businesses are listed in Appendix F.

The results, overall, indicate an endorsement by these educators and representatives of business and industry for the significance of each of the ten contributions identified by the Task Force. That endorsement is reflected in Tables 1 and 2 which summarize these responses.

The uniqueness of the contributions was also strongly endorsed but, as indicated in Table 3, at a somewhat lower percentage than the significance. In the judgment of the Task Force, both the uniqueness and significance of the ten contributions identified have been validated.

Responses to the Significance of the Ten Contributions

Community college faculty and administrators were asked to rate, on a scale of 1-5, the significance to occupational preparation of the ten contributions. The contributions were ranked as significant or very significant by a high of 88% of the respondents to "Appreciation of Adapting to Change as an essential and Necessary Human Activity" and a low of 64% to "Appreciation of What is Significant About Human Life". "Ability to Understand and Empathize with Others" and "Ability to Make Judgments Reflective of Human Values" also received over 80% ratings. Table 1 ranks the contributions by the percentage of respondents rating "significant" or "very significant".

Representatives of state agencies responsible for Community Colleges placed the ten contributions in almost the same rank order as the faculty and administrator respondents with "Appreciation of the Importance of Adapting to Change" and "Ability to Understand and Empathize with Others" again receiving overwhelming endorsement. Table 2 ranks the contributions by percentage of respondents rating "significant" or "very significant".

Table 1.

Ranking of Contributions by Percentage of Respondents Rating "Significant" or "Very Significant" to Occupational Preparation by 191 Faculty and Administrators

	Contributions	%	Rank
1.	An Appreciation of the Importance of Adapting to Change as an Essential & Necessary Activity	88%	1
2.	Ability to Understand and Empathize with Others through an Understanding of Human Needs and Problems	84%	2
3.	Ability to Make Judgments Reflective of Human Values	82%	3
4.	Ability to Resolve Human Problems with More than One Answer	77%	4
5.	Ability to Recognize Limits and Goals in Applying Analytical Skills to the Resolution of Problems	76%	5
6.	An Understanding of Human Languages	72%	6
7.	An Appreciation of the Value of Diverse Cultures	71%	7
8.	Appreciation of the Variety of Human Purposes and Values in Solving Problems	68%	8
9.	Appreciation of What Beings Hold in Common	66%	9
10.	An Appreciation of What is Significant About Human Life	64%	10

Table 2.

Ranking of Contributions by Percentage of Respondents Rating "Significant" or "Very Significant" to Occupational Preparation by 16 State Educational Agencies

	Contributions	%	Rank
1.	An Appreciation of the Importance of Adapting to Change as an Essential & Necessary Activity	94%	1
2.	Ability to Understand and Empathize with Others through an Understanding of Human Needs and Problems	81%	2
3.	Ability to Make Judgments Reflective of Human Values	75%	3
4.	Ability to Resolve Human Problems with More than One Answer	75%	3
5.	Ability to Recognize Limits and Goals in Applying Analytical Skills to the Resolution of Problems	63%	6
6.	An Understanding of Human Languages	44%	10
7.	An Appreciation of the Value of Diverse Cultures	57%	7
8.	Appreciation of the Variety of Human Purposes and Values in Solving Problems	57%	7
9.	Appreciation of What Beings Hold in Common	69%	5
10.	An Appreciation of What is Significant About Human Life	57%	7

Responses to Importance to Employment

At the five Forums held for representatives of business and industry, attendees were asked to indicate whether the various contributions were important for their employees. Specifically, participants were asked to indicate whether such contributions were "always", "usually", "occasionally", or "never" important for their employees. Table 3 presents the results of this query. This Table shows 80% or more of all participants viewed each of the ten contributions as "always" or "usually" important. The contribution "Appreciation of the Importance of Adapting to Change as an Essential and Necessary Human Activity" was viewed as "always" important by the largest number of participants - 73.7%.

Responses to Uniqueness in the Curriculum

Two-year college faculty and administrators were also asked to rate the uniqueness of the potential contributions of the Humanities to the curriculum. Specifically, they were asked to rate these contributions on a scale of 1-5 with 5 being the highest and 1 being the lowest.

Results of this rating indicate that 50% or more of the respondents, rated each of the contributions either a 4 or 5, emphasizing that they considered the contribution to be either "unique" or "very unique". Certain of the contributions were rated "unique" or "very unique" by a higher percentage of respondents than others. Table 4 ranks each of the contributions by the percentage of respondents providing a rating of "unique" or "very unique".

Table 3.

The Importance of the contributions for Employees: The Perspectives of 70 Business and Industry Leaders

	Contributions	% Always	% Usually	Total
1.	An Appreciation of the Importance of Adapting to Change as an Essential & Necessary Activity	73.7	23.7	97.4
2.	Ability to Understand and Empathize with Others through an Understanding of Human Needs and Problems	56.6	39.5	96.1
3.	Ability to Make Judgments Reflective of Human Values	49.3	42.7	92.0
4.	Ability to Resolve Human Problems with More than One Answer	55.3	35.5	90.8
5.	Ability to Recognize Limits and Goals in Applying Analytical Skills to the Resolution of Problems	56.0	33.3	89.3
6.	An Understanding of Human Languages	40.5	47.3	87.8
7.	An Appreciation of the Value of Diverse Cultures	35.5	44.7	80.2
8.	Appreciation of the Variety of Human Purposes and Values in Solving Problems	42.1	51.3	93.4
9.	Appreciation of What Beings Hold in Common	41.3	38.5	79.8
10.	An Appreciation of What is Significant About Human Life	32.9	50.0	82.9

Table 4.

Ranking of Contributions by Percentage of 70 Business and Industry Leaders Rating "Unique" or "Very Unique"

	Contributions	%	Rank
1.	Ability to Make Judgements Reflective of Human Values	73%	1
2.	Ability to Resolve Human Problems with More than One Answer	69%	2
3.	An Appreciation of What is Significant About Human Life	68%	3
4.	An Appreciation of the Value of Diverse Cultures	67%	4
5.	Ability to Understand and Empathize with Others through an Understanding of Human Needs and Problems	62%	5
6.	Appreciation of What Beings Hold in Common	61%	6
7.	An Understanding of Human Languages	58%	7
8.	Appreciation of the Variety of Human Purposes and Values in Solving Problems	55%	8
9.	Appreciation to Recognize Limits and Goals in Applying the Analytical Skills to the Resolution of Problems	51%	9
10.	An Appreciation of the Importance of Adapting to Change as an Essential and Necessary Human Activity	50%	10

V BASIC ASSERTIONS AND ASSUMPTIONS

Members of the Shared Vision Task Force based this study upon the following commonly held set of assumptions:

- That the need to improve the basic communication and computation skills in occupational programs is accepted by educators as well as employers;
- That skills beyond those of basic communication and computation and beyond the technical skills must be developed further in formal education programs to prepare students better for entry into and success within technical fields;
- That workers in technical fields are being and will be required to perform better than they have been in several areas, but most especially in:

  Adapting to Change
  Decision Making
  Problem Solving
  Working with Others;

- That it is possible to develop these abilities and to encourage the attitudes required for the applicationof these skills;
- That the Humanities play a key role in the development of these skills;
- That the role of the Humanities is thus integral to the overall aims of Associate Degree occupational education;
- That instruction in the Humanities may require reform in order to accomplish the aims for occupational education;
- That if employers were to identify clearly and precisely the skills and attitudes they seek in their employees, then it would be possible to revise curricula to acknowledge their needs;
- That when the above has been accomplished, it will be established that there are unique and significant contributions that the study of the Humanities make to career preparation at the Associate Degree level.

Based upon readings, surveys and forums conducted by the Task Force, the above assumptions are confirmed and the Task Force makes the following assertions:

- That curriculum review and revision must be conducted of both the technical and non-technical components of the curricula by both Humanities and Occupational faculty in terms of the stated goals of those programs;
- That the technical courses must be reviewed and revised in order to integrate the contributions made by the Humanities component of the curriculum;
- That the Humanities component must be reviewed and revised in order to insure that its contributions to occupational programs are effectively made;

- That the methods, forms and purposes for instruction as well as overall course requirements and distributions will need to be examined and, if needed, reformed in terms of desired goals for the occupational programs;

- That Occupational faculty will need to revise their view of the role of the Humanities in order to see them as playing a vital role in the achievment of the non-technical but essential goals of occupational education;

- That Humanities faculty will need to revise their view of the role of Humanities in order to realize the contribution they can and must make to occupational programs if students are to be properly prepared for their roles as employees and productive and responsible citizens.

These commonly held assertions, validated by the research, were used by the Shared Vision Task Force as the basis for the curricular recommendations contained in the next section.

VI RECOMMENDATIONS

Following careful consideration of the findings described in Section IV, the Task Force has developed a series of recommendations that are, in their collective judgment, essential to the integration of the Humanities into Associate Degree occupational programs. The nine curriculum recommendations must be considered as a whole rather than individually since each contributes to strengthened occupational programs. To assure that the processes for developing, revising, and assessing the technical and Humanities components of occupational programs represent a unified commitment on the part of all involved, the Task Force also presents nine specific recommendations as to how the curricular recommendations may be achieved.

Recognizing the diversity of institutions - their size, number and type of programs, and governing constraints - the Task Force has chosen to place emphasis on student learning outcomes as the key to program development and assessment. Occupational and Humanities faculty and administrators are called on to be innovative and imaginative as they rethink occupational programs to achieve those outcomes unique to the Humanities as well as those of the technical component. The task is challenging, but the result will unquestionably be better prepared graduates able to meet the demands of the workplace in the 1990's and beyond.

Curriculum Recommendations

In order to achieve the integration of the Humanities into Associate Degree occupational programs the Task Force makes the following curriculum recommendations:

RECOMMENDATION 1.

The unique and significant contributions made by the Humanities be regarded by faculty, staff, and students as an integral and essential component of occupational education.

The results of the Shared Vision Task Force surveys of educators and forums of business and industry leaders have shown that the unique and significant contributions of the Humanities are as much a part of what students need to succeed in the workplace as are technical skills. Other recent studies and reports from employers and educational commissions, contained in the Bibliography (Appendix H) corroborate the emphasis on these outcomes for success in the workplace and in the larger society.

When the Humanities component is defined as integral and essential to occupational programs, past views of Humanities courses -- as "add-ons", acceptable only if-and-when there is room in the program after technical skills -- become unacceptable. Instead, occupational programs must be viewed as complete and successful only if they have a Humanities component related to specific learning outcomes.

Both Humanities and Occupational faculty will be vital in shaping their students' use of the Humanities. They have often viewed general education components as an obstacle to "get through" before addressing essential technical skills or, at best, as a building block for technical learning. Such views must be replaced by a more inclusive view of students' job needs. The first step in meeting the needs identified by educators and workplace leaders is to view the Humanities component as integral and essential to occupational degree programs.

RECOMMENDATION 2.

Occupational program and course review be based upon learning outcomes developed for each.

An occupational degree program graduate's ability to perform on the job with the skills, understanding, and attitudes recognized as essential by supervisors and employers is the measure of any occupational program's success. A course of study based upon learning outcomes in each occupational program and a syllabus directed at achieving those outcomes for each course within that program ensures this emphasis on what the student knows and is able to do, rather than on the content to be covered. Students then enter the workplace better prepared to handle the responsibilities and tasks of the occupation.

Program and course review based on learning outcomes means assessing all components of each - teaching strategies, text, exercises, assignments, tests, and internship experiences - in terms of the learning outcomes determined to be necessary to effective functioning on the job. While a focus on learning outcomes as the key to program and course development and assessment is often accepted in the technical component, most occupational educators would agree that it is not always practiced rigorously in even the technical components of these programs. Technical faculty as well as Humanities faculty engaged in assessing their contributions to occupational programs may find they will have to reorient their thinking as they move from assessing what's covered in a course to assessing student outcomes. For example, in an accounting course, assessment of student outcomes might include measures not only of a student's ability to run a trial balance but also to work with clients from different cultures. Both occupational and humanities faculty may assess the latter in different ways. The accounting instructor might ask students how they would explain an error on a tax return to a Hispanic client. A Humanities instructor might ask students to imagine how characters in a story would react to being told they'd made an embarassing error, basing their answers on the cultural values revealed in the story.

RECOMMENDATION 3.

Learning outcomes for each program include working with others, problem-solving, decision-making, and adapting to change along with technical and communication skills.

Consistent with the integration of Humanities into occupational programs based upon learning outcomes, the learning outcomes primarily achieved through the unique and significant contributions of the Humanities must be included. Associate Degree occupational program graduates will have to work with different people, solve different problems, make varied types of decisions, and adapt to the unique changes in their fields, and throughout their lives. The overwhelming insistence of educators and employers surveyed by the Task Force on these student outcomes as essential to employees' success mandate their inclusion as equals with such outcomes as being able to interview a client appropriately in Human Services, use a standard filing system in Office Information Systems, take X-rays in Dental Hygiene, or chart accurately in Nursing.

Today's occupational program graduate must be able to function in workplaces which are changing rapidly because of a global economy, shifts to more participatory management, relocations of industries, technology -- especially in computers -- and many other social, political and economic forces. Just as technical skills are essential to functioning in the workplace, so too are the unique contributions of the Humanities component.

RECOMMENDATION 4.

Faculty and staff develop a sequence of all courses in each occupational program, this sequencing be achieved through combinations of prerequisites, degree requirements, and advising.

The necessity of mastering certain basic skills before attempting to perform more complex tasks in reading, writing, and math is generally acknowledged. In community and technical colleges, we have adapted to the influx of underprepared students, returning adults who are unsure of their skills, and those making career changes through entry-level skills assessment and placement in developmental courses.

This trend is essential to effective sequencing of students' learning in occupational programs. Careful sequencing achieved through combinations of prerequisites, degree requirements and advising will not only require students to obtain basic skills before they move on to courses that require mathematics, extensive reading, good study skills, and effective writing and speaking, they will also be given a coherent, reasoned sequence of courses which integrate student outcomes - technical, communications, and Humanities. Such a curriculum will place a Humanities course, where it builds on Humanities outcomes incorporated in technical and communications courses and where it, in turn, will prepare students more adequately for all program components, including technical components.

Student advising should be structured so as to assure that all students meet prerequisites and understand degree requirements, including the sequencing of program components. When as many as 80% of our students are part-time, the sequencing of the experiences in the program must integrate learning and build logically to achieve student outcomes for the program. Some institutions have developed computerized program guides which allow students to monitor their progress in relationship to a "map" of sequenced program requirements. Others are using "check points" where letters are sent to students on their progress. Whatever system is used, a strong occupational program must be logically arranged and that order must be followed so that students can build and integrate their learning.

RECOMMENDATION 5.

Advising and counseling strategies be focused on achieving student understanding of the merits of both Technical and Humanities components of the programs.

Since students often receive their first impression of a program from the person who advises them, advisors must be committed to the merits of both technical and Humanities components of occupational programs. If advisors are faculty who have participated in the curriculum revision, they will be able to communicate to students why employers will value their skills and understanding obtained from both the Technical and Humanities components of the curriculum.

If advisors are not part of the curriculum revision, they will need to be brought into the process in whatever ways seem appropriate. Excitement and positive support on their part for the integrated curriculum will benefit students. In some instances, college representatives may be in a position to counsel students at college night programs and other special events by telling them why their career success in the future will increase if they are graduates of a strong occupational program which effectively integrates technical, communications and humanities components. Orientations, letters to prospective students, brochures, advertisements for the college can feature strengthened associate degree programs.

RECOMMENDATION 6.

Humanities instruction specifically reference the work setting for illustrative applications of the unique and significant contributions of the Humanities.

Along with careful sequencing and integration of Humanities in the curriculum, Humanities courses or components will be more clearly connected to the workplace and students' goals if Humanities faculty relate instruction to the workplace. In the past, relevance of Humanities concepts to students' own lives was sometimes assumed. Particularly with students in liberal arts programs such assumptions may have been justified; however, the students seeking Associate Degrees in occupational programs may be more inclined to question the relevance of Humanities concepts to their career goals. Each of the unique and significant contributions of the Humanities to Associate Degree programs can be related to the demands and problems of the workplace without sacrificing the Humanities concepts or the integrity of the discipline. Humanities faculty have often seen the connection to the workplace, but have not always made it explicit. Nor have most assignments and tests asked students to make the connection. A novel, such as John Steinbeck's *The Winter of Our Discontent*, illustrates various philosophical positions on the decisions one makes in business. Newspapers provide numerous instances for considering the different purposes and values realized in solving problems such as the disposal of hazardous waste, a problem relevant in different ways to those in health, human services, law enforcement, business, fire science, and most technological occupations.

Humanities faculty should draw on their colleagues in the associate degree occupational program to give them examples of the ambiguities in language, particularly vexing in their field, the open-ended questions being considered in professional journals, and instances requiring adapting to change and working with others. Their own experiences and those of their students also can be used to help students seek the link between what they're reading, seeing, and discussing in a Humanities class and the workplace. Such bridging of classroom experiences in the Humanities to their parallels in the workplace and marketplace will help students see their programs as a fabric of learning rather than separate threads.

RECOMMENDATION 7.

Technical instruction specifically includes the unique and significant contributions of the Humanities.

The integration of the Humanities in occupational programs will be greatly enhanced by inclusion in technical instruction as well as Humanities courses. The continuity of instruction emphasizing working with others, adapting to change, decision-making, and problem solving will lead to graduates better prepared to meet the demands of employers. Technical instructors have, for the most part, prepared their students for the inevitability of more technological change; however, emphasis on state-of-the-art equipment may obscure the need to work with others in a constantly changing work setting and imply that if students have all the technical skills, in the field, they are adequately prepared.

Technical instruction which includes its history -- for instance, an understanding of the context in which the various computer languages were developed and why one language did not meet everyone's needs -- should be included in all programs. Ethical questions also can and should be considered in all occupational programs. The increasingly diverse cultural backgrounds of the people our students will work for, work with, and serve necessitates more understanding of what values people hold and how they affect their behavior requires inclusion in all occupational programs of each of the unique and significant contributions of the Humanities.

The Humanities contributions will not provide all the answers. It would never be possible to cover all the culturally-based responses, but it is possible to help students deal with these in the work setting of the job. Students need an appreciation of the ways, for instance, that personal questions, touching, or even looking directly into a person's eyes may be viewed in different cultures.

RECOMMENDATION 8.

The final responsibility for the design, development, and instruction of the Humanities course or component be given to those who have been trained in the Humanities and who hold an advanced degree in at least one of the traditional Humanities disciplines.

Just as technical instruction always has been provided in occupational programs by those with education and experience in the field, so the final responsibility for the design, development, and instruction of the Humanities course or component should be given to a person trained in the Humanities and who holds a Humanities degree. In some cases, technical experience is more important in providing technical instruction than an advanced degree; however, in the Humanities, an advanced degree is essential to get the depth of background necessary to develop the Humanities component.

Humanities faculty selected to design, develop and instruct the Humanities course or component must be committed to beginning with student outcomes and to working extensively with their colleagues providing technical instruction in occupational programs. As noted in other recommendations, they will need time to learn more about the occupational programs and to rethink the way the Humanities will be presented. This revision of curriculum must be done by a faculty member, who has the depth of background in a Humanities discipline provided by an advanced degree to insure the same quality instruction as in technical courses.

RECOMMENDATION 9.

Humanities and Occupational faculty and staff be equally involved in the development and review of all components of the occupational programs.

The success of strengthened occupational programs which integrate a Humanities component depends on equal involvement of Humanities and Occupational faculty and staff in developing and reviewing all program components. There must be a joint effort in developing a carefully sequenced set of courses designed around student outcomes. Program review must be done with the same cooperation. The ways in which colleges choose to ensure this cooperation and provide administrative support will vary depending on size, programs, faculty composition, and resources. Beginning with one occupational program and a few faculty or even one faculty member from humanities and one from the occupational program may work best for some schools as long as everyone teaching in the program is kept informed. In other institutions, several programs might set up teams or a Humanities faculty member might work with Occupational faculty from several different programs.

IMPLEMENTATION RECOMMENDATIONS

To realize the above curricular recommendations, the Task Force further recommends:

RECOMMENDATION 10.

Colleges work to create an understanding and appreciation of the mutually supportive aims of Humanities and Occupational Education among the faculty and the professional staff.

Occupational educators must see the need for the Humanities component in occupational programs and Humanities educators must see the practical needs of occupational students for the Humanities experience to be successful. Moreover, all professional staff must be aware of the mutually supportive aims of Humanities and technical components in occupational programs. This shared vision will require both careful planning and serious commitment from administration and faculty.

The College must place primary emphasis on in-service activities, retreats, and ad hoc task forces or other professional development experiences which encourage staff and faculty, full and part-time, to learn from each other about Humanities and occupational terminology, goals and practices. Just as the representatives of the Humanities and occupational education organizations discussed, negotiated, and sought information from others in designing these recommendations, college faculty and staff will need to become better acquainted with each other and with the aims of their own Humanities and Occupational programs. In technical colleges which currently have no Humanities faculty, consultants with Humanities degrees and teaching experience or part-time faculty from the Humanities should be utilized. The composition of faculty and curricula as well as factors of college size will influence the way specific institutions foster mutual understanding. College-wide professional development must encourage efforts to discuss Humanities and Occupational programs. These seminars, task forces, or discussion groups should create a climate of understanding and appreciation.

RECOMMENDATION 11.

High institutional priority be given to professional staff development activities which foster skills in building curriculum emphasizing student learning outcomes.

Few Humanities instructors have formal preparation in providing instruction based on student outcomes or in using employer recommendations in the development of curriculum. Technical degrees and experience, on the other hand, often stress technical competency and knowledge of the field. While there may be more emphasis on student outcomes, this is often viewed in terms of course goals and licensing examinations rather than a comprehensive view of the program in terms of student outcomes.

The curriculum building skills should be developed in a variety of ways, depending on the persons available on campus to provide training, the resources nearby, the number of persons interested in gaining the skills and incentives for professional growth. Seminars or workshops might be provided prior to beginning the curriculum development or they could occur along with sessions focused on developing understanding between Humanities and Occupational faculty. Institutional commitment may be demonstrated through workload adjustment, summer workshops, and/or consultants. It is important to recognize that a rethinking of the curriculum development and review process will be required of both Humanities and Occupational faculty to achieve the level of integration required in both Humanities and Technical instruction, always emphasizing student learning outcomes.

RECOMMENDATION 12.

The technical component of occupational programs be regularly and formally evaluted as to its effectiveness in developing the skills of working with others, problem-solving, decision-making and adapting to change, along with technical and communication skills.

Program evaluation is essential to determine that the courses, prerequisites, sequencing, learning activities, and evaluation of students all work to meet student learning outcomes. If the skills of working with others, problem-solving, decision-making and adapting to change are to be considered as important as technical and communication skills, then they must be formally and regularly evaluated in all components of the program.

An evaluation process must be developed within each institution or program, considering the constraints and guide-lines of its governing structure; however, since measurement of program success in terms of these competencies in the technical component will be new in many institutions, a definite plan of when and how success will be measured is essential. Such measurement will help faculty determine how successfully their students have achieved these requisite skills. Employers are especially interested in knowing how faculty determined that a student achieved these skills. Faculty need the feedback on their success in achieving these less precise and concrete skills if they are to continue revising learning activities, reading and writing assignments, and tests for greater effectiveness. Colleagues will also benefit from this evaluation as they revise their courses and programs. Most of all, students will benefit by being better prepared to handle job responsibilities and more likely to be promoted.

RECOMMENDATION 13.

The Humanities component of the occupational programs be regularly and formally evaluated as to its contributions essential to the student outcomes defined for the occupational programs.

The Humanities component of the occupational programs is different from most existing Humanities courses with its emphasis on student learning outcomes. It must be measured for its effectiveness in providing for those outcomes related to the unique and significant contributions of the Humanities to employability of the graduates. The purpose of the evaluation is to improve the achievement of the desired student outcomes.

Institutions will need to determine their own schedules and processes for evaluating the Humanities component. The Task Force recognizes that no one Humanities course will ensure all such outcomes will be achieved, but the total humanities component in each program should do so.

The evaluation might include a criteria-referenced checklist, a student evaluation by graduates of the program, an outside consultant, a self-study by faculty teaching the humanities component, a combination of these methods, or still others which fit a particular institution best.

Planning the method of evaluation as part of the curriculum development process will assist in achieving faculty consensus on the method and ensure that the evaluation takes place. The most innovative and potentially effective integration of Humanities in Occupational programs will undoubtedly need revision as new approaches are worked out. Evaluation is an important tool in refining and improving.

RECOMMENDATION 14.

Evaluation of student performance be a regular, formal and systematic assessment of the achievement of Humanities competencies, along with technical and communications skills.

In all components of each occupational program, Humanities competencies must be assessed as well as discussed and incorporated in assignments. Employers are particularly interested in hiring graduates who have been assessed for their skills in working with others, adapting to change, decision-making and problem-solving.

The student outcomes approach to curriculum development and review must incorporate assessment instruments and techniques which are integrated throughout the program and build sequentially on what has been learned in the program.

Approaches may range from test questions which ask for student judgments on how to handle a problem or assess values to role playing activities, group projects, journals on internship and co-op experiences, and self-evaluations of their own work or internship experiences. Measurement of students' achievement of the Humanities outcomes through these activities may include comparisons of their responses or behaviors against what professionals consider appropriate or desirable or to criteria established in the occupation, by a small group, or by the individual. Within each program, the activities and measures will vary and may be less exact than those possible in technical areas; however, assessment must be regular, systematic, and formal.

Within the Humanities component, the use of workplace illustrations must be coupled with assessment that consistently measures the Humanities outcomes. Imagination and innovation are required to ensure effective evaluation of Humanities outcomes throughout occupational programs.

RECOMMENDATION 15.

Longitudinal studies of occupational program graduates include an assessment of the Humanities component of those programs in terms of workplace performance and career advancement.

Follow-up studies of occupational programs customarily ask graduates to assess the adequacies of those programs in preparing them to obtain and perform jobs in their field. Questions related to the desired Humanities outcomes should be incorporated into these assessment instruments. Longitudinal studies of workplace related performance and career advancement need to assess the skills of working with others, adapting to change, decision-making, and problem-solving for these are not as apparent in the early stages of employment.

As graduates gain independence by moving out of training programs or mentored positions into more responsibility for projects, patients, or clients, their Humanities competencies will become increasingly important. These competencies will be assessed by employers in their performance evaluations and in decisions on career advancement.

Program revision will be greatly enhanced by information related to the actual demonstration of Humanities competencies in the workplace. Licensing examinations, performance test given job applicants, job applications, and other immediate instruments provide measures of technical and communications competencies. Some attitude and value questions related to humanities competencies are also part of employment aptitude tests. The important evaluation of these competencies, however, cannot take place before hiring.

RECOMMENDATION 16.

Those agencies with governing or coordinating responsibility should systematically review curriculum in occupational programs at the Associate Degree level to insure that the curricular contributions of the Humanities are integrated in the degree requirements of those programs.

Since agencies for governing or coordinating various occupational programs at the Associate Degree level vary greatly among different states and even within states, specific recommendations to these groups are not possible. These agencies should determine how best to ensure that curricular contributions of the Humanities are integrated in the degree requirements of these programs.

Recognizing the professional and staff development effort that must take place to successfully develop and revise occupational programs to integrate a Humanities component, these agencies should set guidelines that are realistic and supportive of efforts to integrate the Humanities. College size, faculty composition, budget, and other constraints should be taken into account as these agencies lend their support to achieving the program revision which will strengthen all occupational programs.

RECOMMENDATION 17.

Programmatic or specialized accrediting agencies actively consider student learning objectives in the Humanities in their formulation of evaluation criteria for Associate Degree occupational programs.

The tendency of programmatic and specialized accrediting agencies to emphasize the technical component of Associate Degree occupational programs has most often resulted in the increase in that component at the expense of the general education components. This trend needs to be reversed and the acceptance by representatives of business and industry of the importance of the Humanities component as integral and essential to the programs supports this view. The accrediting agencies now must take such actions as are necessary to reflect this change in the acknowledgment of workplace requirements beyond technical knowledge and proficiency.

In so doing, they will acknowledge that the outcomes of Humanities education also address needs expressed by employers who seek competencies such as working with people, adapting to change, problem solving, and decision making as essential for career success. This should lead such agencies to make appropriate curricular requirements and recommendations with regard to the integral importance of the Humanities to the total curriculum.

RECOMMENDATION 18.

Regional accrediting agencies continue to examine the role of general education components, including those in the Humanities, in terms of student learning outcomes for each Associate Degree occupational program.

Regional accrediting agencies vary in their approaches to assessing institutional effectiveness, some being much more prescriptive than others. However, regardless of the approach taken, all such agencies should recognize the need to effectively integrate the Humanities into Associate Degree occupational programs so as to achieve desired student learning outcomes.

Assessing the general education component is complex, but by measuring student outcomes in occupational programs, including humanities outcomes, agencies can look at programs by their most important measure: student achievement of the skills needed on the job and throughout their lives.

The policy recommendations set forth by NCOE in Criteria for Excellence have been utilized by a number of evaluation teams visiting two-year colleges. It is hoped that the view and recommendations expressed in this report would be similarly employed in efforts to review, analyze and evaluate Associate Degree occupational programs.

VII STATEMENT OF SIGNIFICANCE

The Task Force is aware that its recommendations will involve a major revision of the way in which educators are to view occupational curricula and in the way in which instruction is effected in both the Humanities and in the Technical components of programs. If Associate Degree occupational programs are to keep pace with the changing workplace requirements of the 1990's and into the twenty-first century, both occupational programs and Humanities educators must revise not only curricula but basic attitudes. No longer can the Technical component of occupational programs be considered as all important. No longer can Humanities faculty continue to emphasize traditional content of their courses without regard to desired and essential student learning outcomes. No longer can the dichotomy between Occupational and Humanities faculty and staff exist - an atmosphere of understanding and appreciation of the common goals of all faculty and staff must prevail. Those common goals have the student's learning as their primary focus. Curricula must be viewed in terms of what students need to know and to do and not in terms of what faculty want to teach. When students genuine needs and real interests are given primary attention, there will still be ample opportunity for faculty to determine the best course of study to achieve those ends and satisfy those interests.

The acceptance of the recommendations in this Report will require faculty and administrators to reassess the goals of each of their academic programs, degree programs, certificate programs and individual courses. Curricular revision will follow. An appreciable effort will be needed to reformulate the manner in which courses and degree programs are designed, structured, scheduled and evaluated. This will in turn require a significant amount of time and support in terms of workload adjustments, workshops, consultants and other forms of assistance for faculty and staff.

The manner in which courses and degree programs are evaluated within the institution and by external bodies will also undergo a significant reassessment once the recommendations made by the Task Force have circulated within and are understood by the academic community.

The recommendations offered by the Task Force can readily be seen as having equal import for all occupational degree programs, not simply the Associate Degrees. Occupational education itself will come to be reappraised in light of these recommendations if the country is to produce people properly prepared to take their positions as employees in the workplace and citizens of this nation.

APPENDICES

A AACJC Humanities Policy Statement 40
B NCOE Criteria for Excellence 43
C CCHA Humanities Statement 51
D Questionnaire sent to Educators 53
E Questionnaire used at Forums for Business and Industry 56
F List of College Respondents 60
G List of Forum Participants/Questionnaire Respondents 64
H Bibliography 66

Appendix A

Humanities Policy Statement

American Association of Community and Junior Colleges
National Center For Higher Education
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April, 1986

The Study Of The Humanities In Community, Technical, And Junior Colleges

I. WHAT DO WE MEAN BY THE HUMANITIES?

The humanities are ways of thinking about what is human—about our diverse histories, imaginations, values, words, and dreams. The humanities analyze, interpret, and refine our experience, its comedies and tragedies, struggles, and achievements. They embrace history and art history, literature and film, philosophy and morality, comparative religion, jurisprudence, political theory, languages and linguistics, anthropology, and some of the inquiries of the social sciences. When we ask who we are, and what our lives ought to mean, we are using the humanities.

In addition to the specific content of this roster of disciplines, the humanities represent an approach to learning—an approach which is characterized by certain beliefs about the value of what is worthy of our interest and study. The study of the humanities ranges from the reading of great texts to the understanding of the contemporary, yet perennial, concerns of the human family. The methods of the humanities encompass the methods of the particular disciplines as well as the methods of broader, interdisciplinary inquiry such as the critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, study in the humanities always has as its fundamental objective to reveal that which is significant about human life—past, present, and to the extent possible, the future.

II. WHY STUDY THE HUMANITIES AT COMMUNITY COLLEGES?

Learning in the humanities is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students in practical education. It is important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity.

The humanities do have inherent worth. The proper study of the humanities, however, is also decidedly practical. For example, the development of advanced technologies requires not only higher order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment. The humanities concentrate in direct ways on skills of the mind and skills of language, while the ability to reason clearly and communicate well should be a goal of all branches of study. These capabilities, by their very nature, are especially connected to the humanities. The medium of the humanities is essentially language, and their use of language sets in motion reflection and judgment. The humanities assist in developing insights and capacities that are essential for a well-formed public life as well as a fulfilling private one.

The concerns of the humanities extend to many enduring and fundamental questions which confront all human beings in the course of their lives: What is justice? What is courage? What should be loved? What deserves to be defended? What is noble? What is base?

Community college faculty must teach the humanities to their students so that each student is better able to discover a sense of relationships among life, work, and circumstances; to understand self and society through different eyes, places and times; to reflect on the way personal origins and beliefs affect actions and values; to encounter questions and answers posed in the past; and to raise similar questions about the present and future.

Study of the humanities nurtures the imagination and offers individual and private pleasure. Study of the humanities encourages the best habits of mind. Study of the humanities fosters disciplined approaches to questions that do not have necessarily correct answers. Study of the humanities promotes an enhanced ability to make value judgments—to select the wiser course of action. Study of the humanities inculcates a sense of common culture, encouraging civic purpose and citizenship practices. Study of the humanities seeks balance between the individual and

society while fostering the basis of any civilized society—civility and mutuality.

Beyond responsibility to their students, community colleges have a further obligation to the communities they serve. It follows that they should teach the humanities to *all* students so that social cohesion may be fostered through shared understanding, language, and values. Community college students should study the humanities for a seemingly simple reason—to gain knowledge and ability to think concretely about important social and personal questions and to communicate these thoughts through clear and effective written expression. The practical demands of life—both private and public—are illuminated and made more valuable by the study of the humanities.

III. RECOMMENDATIONS TO COMMUNITY COLLEGE LEADERS

The ferment in higher education, reflected by the many calls for educational reform from all quarters, suggests that now is an opportune time for educational leaders to speak out on behalf of the importance of the humanities to the associate degree offered by community colleges. To that end, the following recommendations are offered:

Recommendation 1. Educational policy concerning the humanities and their place in the community college curriculum should be framed within the context of an overall policy on a liberal or general education program of study.

Recommendation 2. Study in the humanities should be a required part of *every* degree program offered by community colleges.

Recommendation 3. Study in the humanities *disciplines* should be required beyond existing college requirements for such courses as composition, public speaking and communications.

In order to assure that the humanities maintain their proper place in the curriculum, it is crucial that the following degree requirements be made public and manifest via the endorsement of the highest policy and administrative bodies—trustees, presidents, academic deans and other administrators. Hence:

Recommendation 4. A minimum of six semester hours in the humanities for the degree of Associate in Applied Science;

Recommendation 5. A minimum of nine semester hours in the humanities for the degree of Associate in Science; and

Recommendation 6. A minimum of twelve semester hours in the humanities for the degree of Associate in Arts.

The *manner* of teaching college courses, as well as the *content* of courses, especially courses with specific humanities content, is vital to the educational process. Instruction in the humanities must engage students extensively in activities that take them beyond the mere acquisition of facts and the comprehension of principles and theories. Students must be asked to understand the human circumstances that the materials address and to consider critically alternative points of view. Therefore:

Recommendation 7. Humanities courses should develop students' abilities to participate in reflective discourse, to question, analyze, and understand. To develop these abilities, humanities classes must include extensive reading, writing, speaking, and critical analysis of the perspectives, cultures and traditions that make up our intellectual heritage.

Community colleges serve a wide and varied population, with the typical student body reflecting diversity in age, sex, ethnicity and interests. The faculty of these institutions, being most familiar with student needs, should take the lead in building appropriate humanities programs. Therefore:

Recommendation 8. The faculty within each institution should develop a comprehensive plan for helping its students achieve knowledge of and sophistication in the humanities. This plan should include a coherent program of courses in sequence, with clear indication of which courses in the humanities are basic, which courses presuppose others, which courses are best taken concurrently with others, and which courses constitute appropriate selection for students who will take limited coursework in the humanities.

It is important that good teaching be the basis for faculty promotion and recognition. To encourage and assist good teachers to continue in the profession and to stimulate others to develop good teaching skills, three recommendatons are offered:

Recommendation 9. Evidence of good teaching should be used as an explicit criterion for hiring, promotion, tenure, and other forms of professional recognition. This will demand the development of appropriate measures of teaching ability and effectiveness.

Recommendation 10. Faculty development resources should be used to help faculty develop their teaching skills and further their knowledge of their discipline. Full-time faculty, and in every instance possible, part-time faculty as well, should be encouraged to attend the meetings and conferences and read the publications of those academic organizations which are increasingly turning their attention to the quality of teaching in our colleges.

Recommendation 11. Funds should be made available to college libraries and learning resource centers for the purchase of materials that support research, provide the basis for cultural enrichment, and constitute resources for programs in the humanities.

Humanities studies do not, and should not, end in high school. Neither should they begin and end in college. Courses of humanistic study can and should be integrated so that high schools and colleges can build on the habits of mind and knowledge acquired by students in their early classes and developed in later ones. Therefore, it is recommended that articulation processes be developed to meet these goals:

Recommendation 12. Governing boards, administrators, and faculties of community colleges, high schools, and four-year colleges should work together to plan a unified and coherent humanities curriculum for their students.

It is urgent that these recommendations be circulated widely to college administrators, legislative officials, and college faculty as well as to the public and private presses.

IV. BACKGROUND

The American Association of Community and Junior Colleges received an emergency grant from the National Endowment for the Humanities to enable community, technical, and junior college leaders to:

- examine *To Reclaim A Legacy: A Report on the Humanities in Higher Education* by William J. Bennett, in terms of its relevance and application to community, technical, and junior colleges, and;
- make specific recommendations regarding humanities requirements for associate degrees awarded by community, technical, and junior colleges.

To accomplish these purposes, AACJC convened a two-day humanities roundtable on June 23-24, 1985, in Washington, D.C., led by Dr. Judith Eaton, Chair, AACJC Board of Directors and President, Community College of Philadelphia. Twenty-three participants, selected for their demonstrated commitment to the humanities in community colleges and broad overview of the college scene, attended the meeting. They met at the AACJC offices to discuss the Bennett report; respond to a position paper prepared for the roundtable by Dr. Tziporah Kasachkoff, Professor of Philosophy, Borough of Manhattan Community College and Dr. Joshua Smith, then Chair-elect, AACJC Board of Directors and Chancellor, California Community Colleges; and develop a set of recommendations for community colleges nationwide that offer the various associate degrees.

The recommendations, presented herein, are addressed to community college leaders—presidents, governing boards, administrators, faculty, and curriculum committees. Responsibility for placing the importance of humanities study before the college community and mobilizing activities in its support belongs to each community college president.

Appendix B

Criteria for Excellence in Associate in Applied Science Degree Programs

A Policy Statement
of the
National Council for Occupational Education
prepared by the
Task Force on the Associate in Applied Science Degree

July 15, 1985

Introduction

The quality of American education is a prime issue of national concern in this decade. The gulf between societal expectation and realization was first identified in the elementary and secondary schools with the label of mediocrity being liberally applied. Soon after, higher education also came under scrutiny. By the early 1980's, the American Association of Community and Junior Colleges (AACJC) had already begun a study of the Associate Degree which serves as the curriculum base for the 1,200 community, technical and junior colleges in the nation. The conclusions and recommendations of this study provided basic guidelines for the associate degree which were accepted as an official policy statement by the Board of Directors of AACJC in July of 1984.

The dialogue within the two-year college community generated by this statement has sparked a closer look at a specific type of associate degree - the Associate in Applied Science (AAS). This most recent and perhaps most promising variant is designed primarily to prepare students for immediate employment in a career field without foregoing the opportunity for further education. The AACJC Policy Statement included the following reference to the Associate in Applied Science Degree:

> The second type of degree program is designed to lead the individual directly to employment in a specific career. While the titles given these degrees vary considerably among community, technical, and junior colleges, the most common title is Associate in Applied Science. Other titles used are Associate in Business, Associate in Data Processing, or other specific occupations, and Associate in Applied Arts and Sciences. It should be noted that the number of degrees awarded in these occupational areas has been increasing in the last two decades. In some instances, particularly in the health-related fields, the degree is a prerequisite for taking a licensing examination. Some institutions belong to voluntary specialized accrediting agencies that set qualitative degree standards for their programs. Although the objective of the Associate in Applied Science degree is to enhance employment opportunities, some baccalaureate degree granting institutions have developed upper division programs to recognize this degree for transfer of credits. This trend is applauded and encouraged.

Postsecondary occupational education, including AAS degree programs, increased dramatically between 1960 and 1970. According to the National Center for Educational Statistics, 43% of all associate degrees awarded in this decade were occupational in nature. By 1980, according to the preliminary presentation of the AACJC National Task Force to Redefine the Associate Degree, this figure had risen to 62.5%. The AAS degree, or similar occupational degrees, had become the choice of the majority of community, technical, and junior college graduates.

Statement of Purpose

In response to this trend, the National Council for Occupational Education (NCOE), an affiliate of AACJC, saw an urgent need to identify criteria leading toward excellence in the AAS degree so that it may become the cornerstone for a national program of human resource development. It will then become more effective for a wide range of occupational education and as a national employment credential.

In the interest of brevity, as well as avoiding areas already dealt with in other recent reports of undergraduate education, this report is primarily concerned with the curriculum for the AAS degree. It concentrates on the scope, form, substance, and image of the degree - all in a national context.

As in the preceding work of the AACJC National Task Force to Redefine the Associate Degree, the overall objective of this report is to clarify the function of this specific associate degree and to recommend ways of strengthening it. In a word, to propose, with ample feedback from the field, criteria for excellence in AAS degree programs.

1. **Associate degree programs designed primarily for immediate employment should be designated as an Associate in Applied Science Degree Program.**

Degree Designation

Considerable variation in associate degree titles exists across the nation, particularly in occupational education. Although some states use the Associate in Science (AS) degree to designate two-year occupational programs, by far the more common usage is the AAS. Common degree terminology should improve national visibility, reduce confusion in our mobile economic society, increase the credibility of the AAS degree, and form the basis for a nationwide program of human resource development.

2. **The AAS degree should be identified with a specialty designation.**

Specialty Designation

This identification of a specialty or major, currently common practice in many institutions, implies relevant preparation for employment in a specific area of work. Even though there are advantages in labeling the degree program as specifically as possible, this should not preclude designations that cover a field of study rather than a single specialty, e.g., Associate in Applied Science Degree in Health Occupations.

3. **AAS degree programs must be responsive to the employment needs of business, industry, public agencies, the military, and entrepreneurship.**

Employment Needs

The single most important purpose of the AAS Degree is to prepare students to enter directly into specific occupations. For the degree to achieve greater acceptance as an employment credential, effective articulation must be developed between the educational institution and the employers of AAS degree graduates. The most important facet of the linkage with employers is the maintenance of a timely and effective curriculum reflecting current practices in the work world. This relationship with employers, however, breaks with academic tradition in that AAS degree curricula are not initiated and developed solely within the educational institution. This partnership between the institutions and the potential employer needs to be nurtured continuously.

4. **All components of the AAS degree requirements should become outcome oriented.**

Outcome Orientation

Common practice in higher education is to define course and program requirements in terms of subject matter topics. Instead, faculty and academic officers from all components of the program should develop and disseminate a statement of the course and program outcomes that students must achieve. While not all of the course and program outcomes can easily be measured, there remains a responsibility to define the knowledge, skills and attitudes students are expected to attain. It is expected that this outcome orientation will apply to all components of the degree, including general education,

related studies and technical specialty courses. Evaluation measures and procedures should be routinely utilized to assess the adequacy of each course in meeting stated outcomes. Special attention should be given to measuring the success of graduates on the job.

5. **The AAS degree requirements should be limited to 60 to 72 semester credit hours or 90 to 108 quarter credit hours.**

Total Credit Hours

There is a growing tendency to expand credit hour requirements for occupational programs to meet a variety of pressures including those from specialized accreditation and licensure agencies. Semester credit hours beyond 60 (90 quarter hours) lengthen and intensify the program beyond the normal academic load. Fifteen credit hours per term is a reasonable and challenging load for full-time students. Requirements beyond 60 semester hours (90 quarter hours) should be fully justified in terms of program outcomes. Remedial and developmental work should be in addition to the collegiate level requirements of the degree program but should, whenever possible, be pursued concurrently with skill training to enhance intent and relevance.

6. **The technical specialty component of the AAS degree should constitute 50% to 75% of the course credits.**

Technical Specialty

Although general education is increasingly more important in an informational society, the credibility of occupational programs rests with the ability of the AAS degree graduate to function at the technical and mid-management level. The technical specialty component should emphasize an applications orientation through laboratory, clinical and work experiences sufficient to qualify for entry-level employment.

7. **The general education component of AAS degree programs should constitute a minimum of 25% of the course credits with the combination of general education and related studies constituting up to 50% of the course credits.**

General Education and Related Studies

There is an increased recognition of the importance of general education and related studies as integral components of occupational education. Increasingly, the ability to think, reason, compute, communicate and adapt to change are essential if workers at all levels are to remain employable and cope with the expanding knowledge base. General education also includes human development in civic, consumer, environmental, and social responsibilities. Related studies typically achieve a dual purpose of enhancing general human development and providing a basic foundation for the pursuit of more advanced occupational goals. General education and related studies outcomes should be identified, implemented and measured by the institution.

8. **Although open admission to the institution for all adults is a cardinal characteristic of most community, technical, and junior colleges, minimum criteria for admission to AAS degree programs are essential.**

Admission Requirements

Admission requirements should be established on an individual program basis to assure that the entering student has a reasonable probability for success and that course and program standards are maintained. Where appropriate, pre-assessment should be included in the admission requirements. Such requirements must be accompanied by maximum opportunities for access to programs by students who do not initially meet the requirements. Developmental or pre-technical certificate programs, tutoring, and/or special laboratory assistance are examples of how this may be accomplished.

9. **AAS degree programs should be supported by student services designed systematically for the needs of career-oriented students.**

Student Services

As a result of the vigorous growth of occupational programs, student services now play a much larger and more important, even critical, role in student success than previously. Some colleges have even expanded the definition of "student" to include the entire community of the adult work force and now offer services to the currently employed and the unemployed. Occupational education has thus expanded horizons and markets of two-year institutions immeasurably but must now provide for success and promotability as well as entry into employment. Continuous interaction with students should begin with pre-admission testing, assessment, and counseling to assure a reasonable match of student aspirations and skills with programmatic requirements and expectations. These services should include career development activities which lead to successful placement and/or transfer.

10. **A curriculum structure with multiple exit/re-entry points should be considered for the AAS degree whenever possible.**

Multiple Exit/Re-Entry

A multiple exit/re-entry structure for the AAS degree has distinct advantages for many students who because of work, family or other obligations do not complete the AAS degree in a continuous mode. Such students necessarily take advantage of convenient "stop-outs" where they can complete a segment of the program with some degree of closure before going further. One such common "building block" approach is a series of certificates which represent flexible components of the AAS degree program that may eventually be converted into the full degree. In this sense, the degree becomes a credential increasingly representative of technical and mid-management level employment; a natural step up from certificates generally identified with entry-level employment plateaus. The technical specialty component of the AAS degree should be provided as early in the program as possible. Exit/re-entry points at the end of the first term and/or first year of the program should be given particular consideration.

11. Credit toward the AAS degree should be awarded for knowledge and skills acquired through prior experiences.

Experience Based Credit

Increasingly, the concept that learning is learning, regardless of the source, is gaining acceptance. The ultimate determinant of what is creditable must, however, reside in college policy determined with substantial faculty involvement. Currently, credit is being awarded by many colleges for prior knowledge and skills acquired from many sources including proprietary schools, the military, labor unions, community based organizations, in-service programs of business and industry, work experience, independent study, and examinations. Care must be exercised to assure that the integrity of program outcomes is maintained when such experiences are assessed.

12. AAS degree curricula should be articulated with appropriate general and vocational secondary schools.

Secondary School Articulation

There is a trend toward increased articulation between secondary and postsecondary institutions. The advantages of such articulation are to encourage earlier goal orientation, provide possible advanced placement and avoid unnecessary duplication. The growing use of outcomes as a basis for instruction and learning should make program comparisons much easier than the previous use of course titles and catalog descriptions.

13. AAS degree curricula should be articulated with receptive and appropriate four-year institutions through the cooperative planning and implementation of transfer agreements including two + two curricula.

Baccalaureate Articulation

Although AAS degree programs are designed primarily to prepare students for employment, they can no longer be considered terminal. In addition to the necessity for lifelong learning in response to the knowledge explosion, students can expect to make several career changes during their lifetime. Further education, including work toward a baccalaureate degree, should be anticipated for AAS degree graduates. Therefore, articulation agreements should be initiated by two-year institutions in those programs with the greatest potential for transfer. However, the occupational outcomes of AAS degree programs should not be subverted to the transfer potential.

14. Selected AAS degree programs should be networked among two-year institutions at the local, state and national levels.

Institutional Networking

There is increasing interest in developing consistency and comparability among similar occupational programs on state and national levels. As the AAS degree becomes universally accepted as an employment credential, it will be feasible to develop selected programs with comparable outcomes across the nation without sacrificing local flexibility. Institutions developing or revising AAS degree programs should consider comparability and consistency with similar occupational programs. Further networking is encouraged and should be facilitated by educational institutions, state agencies, and other regional and national organizations.

Summary

The criteria for excellence are essential for the AAS degree to achieve its potential both as a national employment credential and the curricular foundation for the occupational mission of community, technical, and junior colleges. In highlighted form, these criteria would help to assure that AAS degree programs are:

1. Clear and consistent in titles, length, components and outcomes - publicized and documented for all to see and know.

2. Articulated continuously with employers, four-year colleges, secondary schools, and the non-collegiate sector including specialized accreditation, credentialing, certification, and licensing agencies.

3. Flexible in structure for our varied adult clientele, with multiple exit/re-entry points which optionally may be compounded to attain the goal of technical and/or mid-management level employment equated with the AAS degree.

4. Open to students on a selective basis with full opportunity to remedy deficiencies in meeting admission requirements.

5. Supported by student services fitted to the occupationally oriented needs of AAS degree students.

6. Part of an expansive and universal definition and categorization of occupational education that conveys a positive image.

7. Part of a national network serving the comparable educational and training needs of the nation, states and communities.

Implicit in these criteria for excellence in the AAS degree is the assumption that community, technical, and junior colleges have taken on preparation for employment as a major function of their emerging identity. That identity will be strengthened by developing criteria for excellence in the AAS degree, the curricular cornerstone of community college occupationally oriented training and education. Concurrent with enhanced identity may come national acceptance of the 1,200 community, technical, and junior colleges as the preferred delivery system for a national program of human resource development embracing job and career-oriented training, education, and services for the entire adult community—pre-employed, employed, and unemployed. Such a goal is humanitarian. It is also central to the national self-interest to insure an educated and trained work force prepared for present and future manpower needs which, in turn, helps maintain a strong competitive position for our nation in the world economy. The AAS degree provides the curriculum base from which such a national program can be developed.

The Process

The Task Force on the Associate in Applied Science Degree was appointed by the Board of Directors of the National Council for Occupational Education in July of 1984. Based upon data collected by the American Association of Community and Junior Colleges in their 1983 study of the Associate Degree, the Task Force began a dialogue on Criteria for Excellence in Associate Degree Programs at the annual NCOE conference in October of 1984. In addition, individual members of the Task Force began discussions on the criteria with various organizations and agencies in their regions. Utilizing this input, an Interim Report was drafted by the Task Force and circulated to the 1200 member colleges of the AACJC and to each member of NCOE in January of 1985 with a call for comments and suggestions.

Responses from over one hundred individuals in sixty-four community, technical, and junior colleges were incorporated into the Revised Interim Report published for a workshop on Criteria for Excellence in AAS Degree Programs at the Annual Convention of the AACJC in San Diego, California on April 15, 1985. Reactions to and suggestions for the criteria were presented by a panel consisting of Dr. John Grede, Vice-Chancellor Emeritus, City Colleges of Chicago; Dr. Dale Parnell, President, AACJC; Dr. Henry Spille, Director, American Council on Education, Office of Educational Credits and Credentials; Dr. Robert Childers, Executive Director, Southern Association of Schools and Colleges; and Dr. Howard Bowen, Professor, Claremont Graduate School and member NIE Panel on Conditions of Excellence in Undergraduate Education. Workshop participants from throughout the nation then reacted to the proposed criteria and the comments of the panelists.

The comments and reactions obtained from this year-long process were utilized by the Task Force in preparing this policy statement, adopted by the Board of Directors of the National Council for Occupational Education in July of 1985. It is, however, recognized by the Task Force and NCOE that these recommendations will require revision and expansion to keep pace with changes in the work place and in our colleges - consequently, it is viewed as a "living document" that will be reviewed regularly. Comments continue to be welcome.

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Appendix C

AACJC CONCEPT STATEMENT ON THE HUMANITIES*

The 1,220 institutions represented by the American Association of Community and Junior Colleges enroll approximately one-half of the undergraduate students in higher education in the United States. These colleges offer a wide variety of curricula and programs, and present many different approaches to higher education. The one thing all community and two-year colleges should have in common, however, is their commitment to education in the liberal arts, of which the humanities are at the center.

These institutions should be dedicated to the humanities because the very concept of a higher education is dependent on the humanities. The humanities are a set of disciplines - literature, languages, history, philosophy and religion, the fine arts. They also are a way of thinking. In their disciplinary forms the humanities provide a distinctive perspective on human affairs and on the relationship between humankind and the natural world. This perspective is informed by historical, cultural, literary, aesthetic, and philosophical knowledge and insights. Methodologically this perspective is best defined in its critical and imaginative use of language, texts, and other artifacts of human experience. Whether in content or method, however, the way of thinking that the humanities represent always has as its fundamental object that which is true about human life, past, present, and - to the extent possible - future.

Such learning is particularly critical in community, technical, and junior colleges because of the strong interest on the part of students there in practical education. It is important that students become economically self-supporting. But it is equally important for them to broaden their horizons so they may participate willingly and wisely in a fuller range of human activity. Many signs point to the fact that students are interested in the concerns of the humanities and in developing all their capacities, not only those which relate to econmic considerations.

The humanities do have inherent worth. The proper study of the humanities also is decidedly practical. The humanities fit within education's role of enhancing social interdependence by helping individuals understand their common heritage. In this way the study of the humanities is particularly important in maintaining and advancing culture and citizenship. Moreover, the development of advanced technologies requires not only higher order processes of intelligence, but also a keen appreciation of the impact of technology on the human environment.

There are additional senses in which the humanities are practical. They concentrate in direct ways on skills of language and skills of the mind. While the ability to communicate well and reason clearly should be a goal of all branches of study, these capacities are especially connected to the humanities, by their very nature. The medium of the humanities is language by and large, and their use of language sets in motion reflection and judgment. In sum, the humanities assist in developing insights and capacities - warrantable beliefs supporting trained intelligence - that are essential for a well-formed public life as well as a fulfilling private one.

Accordingly, the AACJC seeks to underscore the importance of the humanities for all students, and for all degree programs, in community, technical, and junior colleges. It encourages the study and support of the humanities whether that study be in the traditional humanistic disciplines or in interdisciplinary instruction. Moreover, it urges the integration of the perspective of the humanities in all curricula whenever and wherever appropriate. The AACJC is committed to the idea that the practical demands of life - both private and public - are illuminated and made more valuable by the study of the humanities.

* Developed by the Community College Humanities Association, March 9, 1982. Adopted by the AACJC Board of Directors, April 5, 1982.

Appendix D

RESPONSE TO FIRST DRAFT REPORT
SHARED VISION: STRENGTHENING ASSOCIATE
DEGREE OCCUPATIONAL PROGRAMS THROUGH THE HUMANITIES

I. In your experience, please rate on a scale of 1 to 5, 1 being low and 5 being high, the uniqueness and significance of each of the listed potential contributions of the Humanities to student learning in associate degree occupational programs:

	Contribution	Uniqueness in the Curriculum	Significance to Occupational Preparation
a.	an appreciation of what is significant about human life--past, present, and projections for the future	1 2 3 4 5	1 2 3 4 5
b.	the ability to understand and emphathize with others through the development of an understanding of human needs and problems	1 2 3 4 5	1 2 3 4 5
c.	an understanding, beyond proficiency in the basic language skills, of the unavoidable ambiguities, vagaries, and the value-laden nature of all human language	1 2 3 4 5	1 2 3 4 5
d.	the ability to recognize the limits and goals in applying analytical skills to the resoultion of human problems and dilemmas	1 2 3 4 5	1 2 3 4 5
e.	an appreciation of the variety of human purposes and values to be realized in solving problems	1 2 3 4 5	1 2 3 4 5

f.	the ability to approach and resolve questions of human concern that may not have a singular answer	1	2	3	4	5		1	2	3	4	5
g.	an appreciation of the importance of adapting to change as an essential and necessary human activity	1	2	3	4	5		1	2	3	4	5
h.	the ability to make judgments reflective of human values: ethical, aesthetic, pragmatic	1	2	3	4	5		1	2	3	4	5
i.	an appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship	1	2	3	4	5		1	2	3	4	5
j.	an appreciation of the values of diverse cultures	1	2	3	4	5		1	2	3	4	5

II. Based upon your experience, please comment on the importance of the above potential contributions of the Humanities to graduates of associate degree occupational programs in terms of:

a. Entry-level employment in technologies -

b. Promotability in technical occupations -

c. Continuing education opportunities while on the job -

d. Transfer to related baccalaureate degree programs -

e. In relationship to technical skills -

f. In relationship to directly related skills -

g. In general -

Please return responses to:

NCOE/CCHA Shared Vision Task Force
c/o Research Dimensions, Inc.
427 North Lee Street
Alexandria, Virginia 22314

Integrating the Humanities into Associate Degree Occupational Programs

Questionnaire for Forum Participants

Thank you for participating in the forum on the specific contributions that the study of the Humanities may make to an Associate Degree graduate's performance in the workplace. Your input, as a potential employer of these graduates, will be of great value to the Task Force.

To further assist in developing recommendations regarding the curricula of two-year Associate Degree occupational programs, please circle the most appropriate response to the following questions:

However, if you are not sure of the applicability to your employees, make no response to that question.

	Never	Occasionally	Usually	Always
	0	1	2	3

A. Would you expect job applicants with an Associate Degree to demonstrate:

1 - An ability to work with others?	0	1	2	3
2 - Problem-solving ability?	0	1	2	3
3 - Decision-making skill?	0	1	2	3
4 - Adaptability to change?	0	1	2	3

B. Do you believe the following potential contributions of the Humanities are important for your employees?

1 - The ability to understand and empathize with others through the development of an understanding of human needs and problems.	0	1	2	3
2 - An understanding, beyond proficiency in the basic language skills, of the unavoidable ambiguities, vagaries and value-laden nature of all human language.	0	1	2	3
3 - An appreciation of the values of diverse cultures.	0	1	2	3
4 - An appreciation of what human beings hold in common which encourages their sense of civic purpose and responsible citizenship.	0	1	2	3
5 - An appreciation of what is significant about human life - past, present and projections for the future.	0	1	2	3
6 - The ability to recognize the limits and goals in applying analytical skills to the resolution of human problems and dilemmas.	0	1	2	3
7 - An appreciation of the variety of human purposes and values to be realized in solving problems.	0	1	2	3
8 - The ability to approach and make decisions concerning problems that may not have a singular resolution.	0	1	2	3
9 - The ability to make judgments reflective of human values: ethical, aesthetic, and pragmatic.	0	1	2	3
10 - An appreciation of the importance of responding appropriately to change as an essential and necessary human activity.	0	1	2	3

	Never	Occasionally	Usually	Always
	0	1	2	3

C. Do you believe the following competencies will contribute to the ability to work with others?

1 - An understanding of what values motivate people.	0	1	2	3
2 - An understanding that human and institutional motivations may differ.	0	1	2	3
3 - An appreciation of the perspectives of others.	0	1	2	3
4 - An understanding of the basic feelings we all share with others.	0	1	2	3
5 - An ability to look through the eyes of others.	0	1	2	3
6 - An understanding of how words carry with them value judgments.	0	1	2	3
7 - An understanding of the elements of vagueness and ambiguity in language.	0	1	2	3
8 - An understanding that people share more in common than they have differences.	0	1	2	3
9 - An understanding of the ways people have found for learning how to live and achieve together in order to prosper.	0	1	2	3
10 - An understanding of the values and problems arising from a society comprised of diverse cultures.	0	1	2	3
11 - An understanding of human needs and problems.	0	1	2	3

D. Do you believe the following competencies will contribute to problem-solving ability?

1 - An understanding of past approaches to problem-solving.	0	1	2	3
2 - An understanding of the limits to analytical skills in the resolution of human problems and dilemmas.	0	1	2	3
3 - An understanding that there are a variety of analytical methods.	0	1	2	3
4 - An understanding that there are some human experiences that cannot be fully analyzed or qualified.	0	1	2	3
5 - An ability to evaluate alternative solutions in terms of the objectives to be achieved.	0	1	2	3
6 - An ability to understand the factors contributing to the problem.	0	1	2	3
7 - An understanding that not everyone in a given situation may share a common purpose or hold the same values in the same order.	0	1	2	3
8 - An appreciation of the perspectives of others.	0	1	2	3
9 - An understanding of the basic feelings we all share with others.	0	1	2	3
10 - An understanding of human needs and problems.	0	1	2	3
11 - An ability to look through the eyes of others.	0	1	2	3
12 - An ability to consider factors beyond the basic service or product.	0	1	2	3

	Never	Occasionally	Usually	Always
	0	1	2	3

E. Do you believe the following competencies will contribute to decision-making skill?

1 - An understanding that some problems may have more than one answer.	0	1	2	3
2 - An ability to consider factors beyond the basic purpose of a service or product.	0	1	2	3
3 - An understanding of the aesthetic effects of a product or service.	0	1	2	3
4 - An understanding of the concerns and values of people.	0	1	2	3
5 - An ability to apply ethical principles.	0	1	2	3
6 - An understanding of what values motivate people.	0	1	2	3
7 - An understanding that human and institutional motivations may differ.	0	1	2	3

F. Do you believe the following competencies will contribute to adaptability to change?

1 - An understanding of human needs and problems.	0	1	2	3
2 - An understanding of the importance of preparing for change.	0	1	2	3
3 - An ability to analyze the situation to understand factors contributing to the change-oriented situation.	0	1	2	3

G. Please provide the following information for the purpose of response analysis:

1 - Type of business or organization:

Manufacturing _____
Service _____
Government _____
Health _____
Other _____

2 - City and state in which located:

_____

3 - Number of employees:

Less than 50 _____
50 to 100 _____
100 to 500 _____
500 to 1,000 _____
over 1,000 _____

SHARED VISION TASK FORCE
Research Dimensions, Inc.
101-1/2 South Union Street
Alexandria, Virginia 22314

Appendix F

COMMUNITY, TECHNICAL & VOCATIONAL INSTITUTIONS RESPONDING TO QUESTIONNAIRE

Alamo Community College District, San Antonio, TX
Amarillo College, Amarillo, TX
American Association of Community and Junior Colleges
American Dental Association
Anchorage Community College
Arizona Western College
Atlantic Community College, Mays Landing, NJ
Austin Community College
Bay Path Junior College, Longmeadow, MA
Berkshire Community College, Pittsfield, MA
* Brevard Community College, Cocoa, FL
Bronx Community College, Bronx, NY
Brookdale Community College
Broward Community College, Pompano Beach, FL
Butler County Community College, El Dorado, KA
Cape Cod Community College, West Barnstable, MA
Central Community College, Columbus, NE
Central Community College, Grand Island, NE
Central Maine Vocational Technical Institute, Auburn, ME
Central Piedmont Community College, Charlotte, NC
Centralia College, Centralia, WA
Chemeketa Community College, Salem, OR
Chesapeake College, Wye Mills, MD
Clackamas Community College, Oregon City, OR
* Clark Technical College, Springfield, OH
Clayton State College, Morrow, GA
Coffeyville Community College, Coffeyville, KA
Columbia State Community College
Columbus Community College - Platte Campus, Columbus, NE
Community College of Denver
Community College System, University of Kentucky, Lexington, KY
Community College of Rhode Island
Cypress College, Cypress, CA
DeKalb Community College, Clarkston, GA
Delaware County Community College, Media, PA
Delgado Community College, New Orleans, LA

Diablo Valley College, Pleasant Hill, CA
Dundalk Community College, Dundalk, MD
Eastern New Mexico University
Edison Community College, Ft. Myers, FL
El Paso Community College
Essex County College, Newark, NJ
Fashion Institute of Design & Merchandising, Los Angeles, CA
* Gateway Technical Institute, Kenosha, WI
Germanna Community College
Gilford Technical Junior College, Jamestown, NC
Hagerstown Junior College, Hagerstown, MD
Henderson County Junior College, Athens, TX
Indiana Vocational Technical College, Sellersburg, IN
Indiana Vocational Technical College, Hammond, IN
ICM School of Business
Iowa Central Community College, Ft. Dodge, IA
Isothermal Community College, Spindale, NC
Jefferson Technical College, Steubenville, OH
* James Sprunt Community College, Kenansville, NC
* Kellogg Community College, Battle Creek, MI
Kirkwood Community College, Cedar Rapids, IA
Lakeshore Technical Institute, Cleveland, WI
Lake-Sumter Community College
Lewis and Clark Community College, Godfrey, IL
Lincoln Land Community College, Springfield, IL
Macon Junior College, Macon, GA
Manchester Community College
Miami-Dade Community College, Miami, FL
Midlands Technical College, Columbia, SC
Mississippi Gulf Coast Community College
Mitchell Community College, Statesville, NC
Mohave Community College, Kingman, AZ
Monroe Community College
Montgomery College, Rockville, MD
Nassau Community College, Garden City, NY
New Hampshire Vocational Technical College at Manchester
New Mexico State University at Grants, Grants Community College, Grants, NM
* North Central Technical Institute, Wausau, WI
North Harris County College, Houston, TX
North Hennepin Community College
Northampton County Area Community College, Bethlehem, PA
North Dakota State University, Bottineau, ND

Northwest Technical College, Archbold, OH
Norwalk State Technical College, Norwalk, CT
Oakland Community College - Southeast Campus System
Oakton Community College, Des Plaines, IL
Ohio Institute of Photography
Ohio State University at Lima
Paducah Community College, Paducah, KY
Palm Beach Junior College
Parkland College, Champaign, IL
Pitt Community College
* Portland Community College, Portland, OR
Princeton University
Quinsigamond Community College, Worcester, MA
Ricks College Centennial, Rexburg, ID
Rio Grande College & Community College, Rio Grande, OH
Rio Hondo Community College District, Whittier, CA
Rockland Community College, Suffern, NY
Rogers State College
Sacramento City College, Sacramento, CA
Saint Louis Community College at Meramec
San Diego City College, San Diego, CA
San Juan College
Scottsdale Community College, Scottsdale, AZ
Seminole Community College, Sanford, FL
* Somerset Community College, Somerset, KY
Solano Community College, Suisun, CA
Spokane Falls Community College, Spokane, WA
Seattle Central Community College, Seattle, WA
State Technical Institute at Knoxville
St. Louis Community College, St. Louis, MO
Springfield Technical Community College, Springfield, MA
Spoon River College, Canton, IL
Sinclair Community College, Dayton, OH
Tacoma Community College, Tacoma, WA
Tarrant County Junior College District, Hurst, TX
Tri-Cities State Technical Institute, Blountville, TN
Tulsa Junior College, Tulsa, OK
Tallahassee Community College
* Valencia Community College, Orlando, FL
Walters State Community College, Morristown, TN
Warren County Community College Commission, Washington, NJ

Waubonsee Community College, Sugar Grove, IL
Weatherford College, Weatherford, TX
Wright State University
Westmoreland County Community College, Youngwood, PA
Wright College
Yakima Valley Community College, Yakima, WA
Yavapai College, Prescott, AZ
York Technical College, Rock Hills, SC

* Colleges Participating in previous NCOE/CCHA Shared Vision Survey, i.e. Duplicate Respondents

Appendix G

SHARED VISION BUSINESS & INDUSTRY FORUMS
List of Participants

RESEARCH TRIANGLE, NORTH CAROLINA

Manufacturing

Irvin Industries, Inc.
Collins & Aikman Corporation
Newton Instruments
Eaton Corporation
Burlington Industries
Westinghouse Electric
International Business Machines

Service

Carolina Power & Light Company
Wachovia Bank & Trust Company
Central Carolina Bank
First Union National Bank
SOVRAN Financial

Government

Person County Government

Other

Showcroft-Taylor Architects
Fleetwood Homes

PORTLAND, OREGON

Manufacturing

Wacker Siltronic Corporation
Tektronix
Pen Nor, Inc.
Precision Castparts
OCOE
Okmar Industries
Cascade Corporation
Boeing of Portland

Service

Pacific Northwest Bell
Pacific Power & Light
Carpenters Local #1388
Safeway Stores
First American Title
Multnomah Cable Access

Health

St. Vincent Hospital

DETROIT, MICHIGAN

Manufacturing

Chrysler Motors
Chrysler Corporation
Ford Motor Company
Rink Screw Works
International Business Machines
GMF Robotics
Chrysler Liberty

Service

Michigan Bell Telephone

Government

Oakland County

BOSTON, MASSACHUSETTS

Manufacturing

Cincinnati Milacron-Heald Corporation
Jamesbury Corporation
Presmet Corporation
Elkay Products, Inc.

Service

Bay State Savings Bank
Commonwealth Gas Company
Bank of New England
Morgan Construction Company
First Safety Fund Bank
Data Translation
Shawmut Worcester Bank

Health

Burbank Hospital
Worcester Memorial Hospital
AdCare Hospital

CHICAGO, ILLINOIS

First National Bank of Chicago
Illinois Bell Telephone
Charles A. Stevens
Chicago Fire Department
Marshall Field and Company

Appendix H

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